



Principal's Report

Year 6 in Canberra

Yesterday, our intrepid Year 6 students landed at the nation's capital for their weeklong visit to Canberra. It was straight into action as they spent the day exploring Government House and the Australian Institute of Sport. Today they are due to visit the Australian War Memorial, Electoral Education Centre, the Australian Mint, and spend the evening rock climbing.

I will be in regular contact with Sarah throughout the camp. She has already explained what a wonderful time they are having, and how fantastically they are representing our school.



Above: The Australian Institute of Sport



Below: At Government House Canberra



Clean Up Australia

On Friday, the whole school got actively involved in *Clean Up Australia Day*. This event aims to improve awareness of the impact of rubbish on our local environment while students play an active role in their community. It was great to see the students enjoy the day and talk to their friends about why it was so important to do this.



School Picnic

I spent the morning of the Welcome Picnic checking forecasts and radars to see if the weather would turn and the sun would appear for our evening event. As it turned out, we had perfect weather for a picnic. Visitors enjoyed laying out their rugs, tucking into a mixture of homemade delights and takeaway dinners, and catching up with other Fairfield families.

School Council

As communicated last week, we have finalised our 2020 School Council. We welcome our new members Elise, Louise and Kim (*italicised*).

Parent Members		Department of Education and Training Members
<i>Elise Coughlin</i>	<i>Kim Gordon</i>	Paul Wallace (Executive Officer)
<i>Louise Curry</i>	Nathan Smeaton	Sarah Abbott
Daniel Emeny	Andrew Vance	Prue Middleton
Sarah Glass	Bronwyn Wolfgang	Jade O’Grady

We look forward to working alongside our new school councillors. At our March meeting, we will elect the role of office bearers and sub-committee members, which we will communicate in a future newsletter.

It is important to thank and acknowledge the work of our departing school councillors Anita Galli, Paul Hunt and Chris Price.

Anita, Paul and Chris have dedicated a lot of time to improving our wonderful school, particularly in the area of community and buildings. Their contributions range from convening school fairs and sausage sizzles, to

attending working bees and actively engaging with the school community to seek their thoughts on a range of matters, including school fundraising events. I am sure that we will continue to see Anita, Paul and Chris contributing to the school in the future.

~ Paul Wallace, Principal

Assistant Principal's Report

First Aid Training

A few weeks ago, staff participated in First Aid Training. We had a great presenter from *Hero Headquarters* who ran us through the training over two nights. We are fortunate at FPS to have a nurse at school for two hours across lunchtime every day but it is wonderful to have so many staff trained in first aid to manage any minor injuries or ailments that may occur throughout the day!



Bandaging and padding to help stop a large bleed



Pressure bandage to stem major/arterial bleeding

Staff Professional Development—Writing

Last week Nicole and Elise led our staff through a session of Professional Development on writing. During this session, we revisited our Writing lesson structure which includes best practice in teaching and learning.

Student Voice Team

We have met twice so far this term and I have to say, I am impressed with how enthusiastic and organised the representatives are. Every week they are required to meet as a team to discuss our goals of *Student Voice* and *Positive Climate for Learning*, sharing the ideas and suggestions of their classmates.

The representatives are also required to meet with their classmates as a group each week to gather ideas and suggestions and pass on any feedback from our *Student Voice Team* meeting.

Some actions that have been completed are:

- Replacement of soap dispensers in a toilet block.
- An extra lunchtime club has been created.
- Locks on the toilets are being checked and fixed where necessary.
- Safety check of the play equipment has been undertaken after reports of splinters were made.

Currently we have representatives writing proposal letters to a variety of committees across the school, outlining their ideas to improve student voice and create a more positive climate for learning.



~ Sarah Abbott, Assistant Principal

Literacy Specialist Update—Nicole Rettke

During the past year, I have been working as one of the Learning Specialists at Fairfield. The majority of my focus has been how to build teacher knowledge and confidence in the implementation of the *Reader's Workshop*. This has included implementation of reading strategies, skills and signposts through explicit instruction, reading conferences, guided reading, reciprocal reading and literature circles. I have also worked with staff on how to conduct the *Fountas and Pinnell* benchmarking system to determine a student's reading level and guide the individual goal setting process.

One of the questions I am asked the most by parents of every year level is, 'How do I get my reluctant reader to read?' As a voracious reader, and the parent of a reluctant reader, I am often wondering this myself. Building a passion for reading can take time and sometimes all it takes is the right book to spark the love. Remember children need to experience a variety of reading materials e.g. picture books, chapter books, different genres, comics, magazines, poems, and information books.

While you are still searching for that book to spark the love, here are some tips on how to get your child to read at home.

1. **Choose a quiet time:** Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

2. **Make reading enjoyable:** Make reading an enjoyable experience. Sit with your child. Try not to pressure them if they are reluctant. It is okay for you to do some of the reading yourself.
3. **Maintain the flow:** If your child mispronounces a word, do not interrupt immediately. Instead, allow opportunity for self-correction. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.
4. **Be positive:** If your child says something nearly right to start with that is fine. Do not say, 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.
5. **Success is the key:** Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember, nothing succeeds like success. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Fluency is lost, text cannot be understood and children can easily become reluctant readers.
6. **Regular practice:** Try to read with your child on most school days. 'Little and often' is best.
7. **Talk about the books:** There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.



Click for a [comprehensive list of home reading tips](#) compiled by the Department of Education.

~ Nicole Rettke, Literacy Learning Specialist

School Council Update

The School Council met on 24 February 2020.

Enrichment Programs Hub

School Council continued to discuss a proposed initiative that would provide school community members, who have specialist skills or interests, to personally contribute and add value to the school outside of core learning tasks. The idea is still being developed and council will update the school community with opportunities that may arise from this very interesting initiative.

Buildings & Grounds Update

There is a Working Bee planned for 15 March from 10am – 2pm. All families are welcome to drop in, get to know others in the community, and help keep the school looking great!

Many of you will have noticed the new and improved gate and fencing at the Fairfield Road entry. This is proving to be an excellent addition to the western boundary of the school. Further fencing works are planned in the coming year.

New School Council 2020

We would like to pass on our thanks to departing School Councillors Anita Galli, Chris Price and Paul Hunt for their valuable contributions during their terms on Council.

The school's Annual General Meeting (AGM) will be held at 6 – 6:30pm on Monday 23 March in the Meeting Room of the main school building. All parents are welcome to attend. This will be followed by a meeting of the newly appointed School Council at 6.30pm.

As always, please do not hesitate to talk to your School Council representatives if you have anything you want to discuss about FPS – just contact the school office to get in touch with council members. All school council [meeting minutes](#) are posted to the school website.

~ Sarah Glass, FPS School Councillor and Secretary

Community News

FPS Working Bee

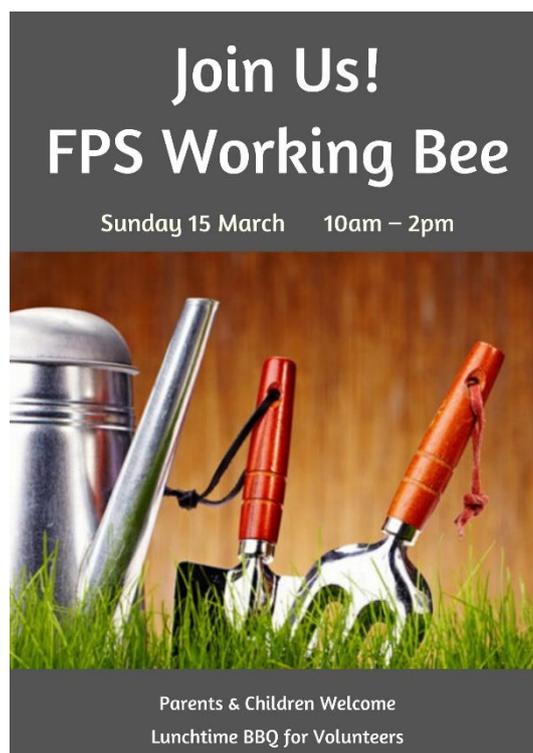
We are holding a Working Bee on Sunday 15 March, from 10am – 2pm.

We hope that many parents (and children) can come along to spend an hour or so helping tidying and gardening around the school grounds.

- **When:** Sunday 15 March, from 10am – 2pm
- **Where:** FPS grounds
- **Who:** Everyone! Adults and children are welcome.
- **Why:** Our working bees are great community days. Come along, catch up with families and have your children experience the satisfaction of getting together to benefit others.
- **BBQ?** Yes! At the end of the morning.

Your contribution will be most appreciated!

~ Buildings & Grounds Committee



Alfred Nuttall Kindergarten – Open Day

Alfred Nuttall Memorial Kindergarten is hosting an Open Day. Past, present and prospective families are invited to come along to meet the teachers, participate in some activities and have some fun. The kinder staff and committee hope to see you there!

- **When:** Sunday 22 March from 10am – 12pm
- **Where:** Alfred Nuttall Memorial Kindergarten
- **Poster:** [Click for details](#)



Thornbury High School – Open Day

Thornbury High School's annual Open Night is coming up. Families are invited to check out the brand new Gymnasium and Performing Arts Centre, as well as meet some of the teachers and principals.

- **When:** Thursday 12 March from 7 – 8:30pm
- **Where:** Thornbury High School
- Click to [enlarge the image](#)

ACHIEVING ENGAGING CONNECTING


THORNBURY HIGH SCHOOL

THORNBURY HIGH SCHOOL invites you to our
OPEN NIGHT

THURSDAY 12TH MARCH 7.00 – 8.30pm // Register at 6.45pm

- Outstanding VCE results
- Innovative, engaging curriculum
- Renowned music program
- Wide-ranging sporting opportunities

FOR ENROLMENTS 2021 AND BEYOND
Take a guided tour of the school with Principal, Michael Keenan.
Bookings available every Tuesday throughout the year.



THORNBURYHS.VIC.EDU.AU  @THORNBURYHIGH

Class Liaisons 2020

We thank the many parents who have volunteered to be their child's Class Liaison—kudos to you!

Class	Class Liaison
Foundation A	Sarah Dobson
Foundation B	Elise Melican Natalie Henderson
Foundation C	Aidan Falcone-Pickett Sally Bond
Foundation D	Milly Kempen
1/2A	Christine Graham Jason Marchant
1/2B	Maree Nowak
1/2C	Quimby Oddie
1/2D	Michelle Schwensen
1/2E	Wendi Nisbet Toby Nieboer
3A	Sally Bond
3B	Daniel Scoullar

Class	Class Liaison
3C	Rosalie Daniel Nat King
3D	Olivia Beaman
4A	Barbara Dong Allison O'Connell
4B	Lee-Anne Jorgensen
4C	Simone Ardern
5A	Amber Mahony
5B	Trish Phelan
5C	Florence Maslen
6A	Richard Taylor Suzanne Grant
6B	Leanne Coughlin Olivia Beaman
6C	Ann Krastev

A Spotlight on Year 3

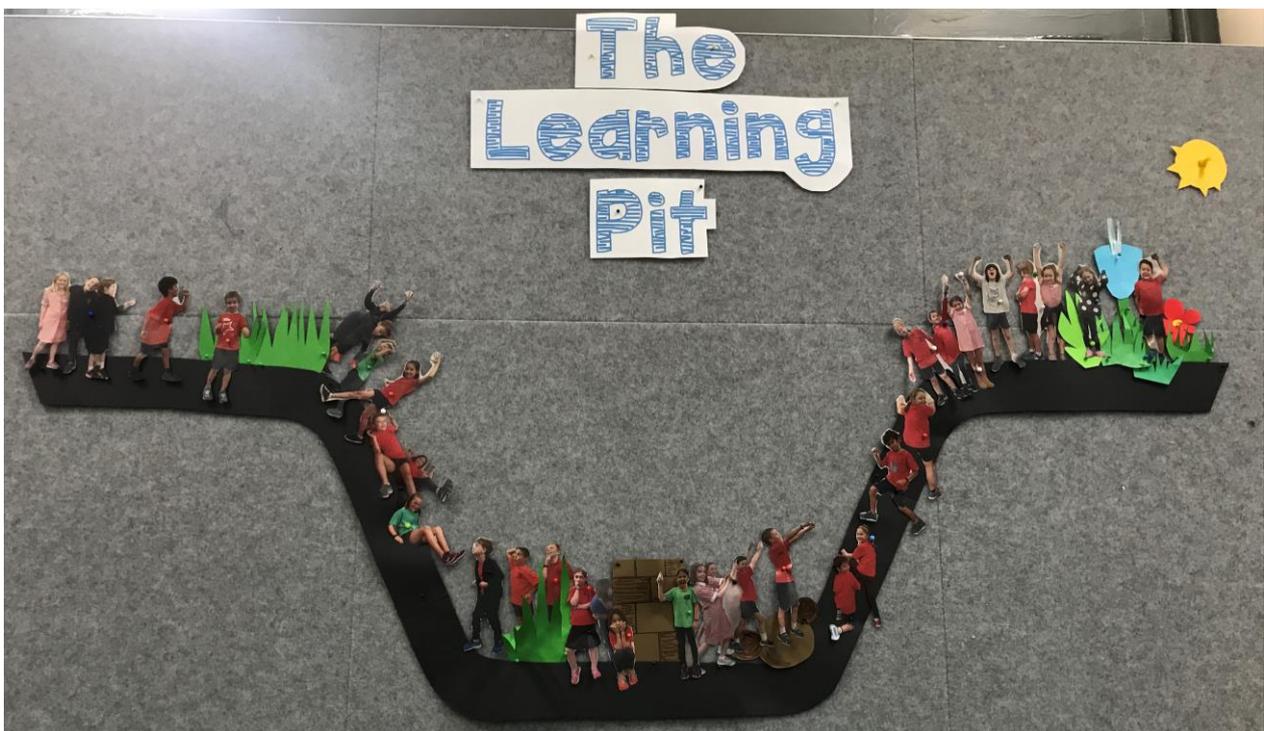
Year 3 students have done an excellent job of settling into their new classrooms. After a few weeks of 'getting to know you' activities, each space is buzzing with energy and students ready to learn.

Inquiry and Growth Mindset

Our term one inquiry topic focuses on the question 'What keeps me happy and healthy?' As part of this, students have classified the things that make them happy and healthy as being social (e.g. playing with friends), emotional (e.g. having a brain break when stressed), or physical (e.g. exercising). We have also learnt about the *Zones of Regulation* – which helps us identify our emotions as blue, yellow, red or green. The green zone is where we want to be when we come to school: happy, healthy and ready to learn.

Our inquiry topic has also taken us to *Taskworks*. This was a great opportunity to work with people outside of our classes and to strengthen our team building and problem solving skills. Year 3 students reflected that they discovered different strengths they had and enjoyed dressing up, working through mazes, and deconstructing/reconstructing robots (pictured).

We have also been revisiting growth mindsets and exploring the power of 'yet'. This is the idea that instead of saying, "I can't do this tricky maths problem" and maybe giving up, we say, "I can't do this tricky maths problem...yet" and we keep on trying. To revise this idea, students have created their own [learning pit](#) – the 'pit' you have to go through to make sure you are taking on good learning challenges.



Writing

The writing workshop has been filled with great discussions, plans and drafts so far. Students have been exploring topics in their persuasive writing such as *'cutting down trees should be illegal'* and *'cats are better than dogs'*. They have collaborated to brainstorm arguments about these topics and have been working on providing real life examples as evidence to strengthen their arguments.

To support their growth as writers, the students have collaborated with their teacher to select a goal that best suits their needs. These goals range from adding paragraphing to editing for capital letters, highlighting the fact that each student is on their own journey to improve their writing.

Mathematics

Our maths focus this term has been place value, where students are working on reading and representing 2, 3, 4, and 5 digit numbers in a variety of ways, such as using MAB and a spike abacus. Students have worked to rename and order numbers to the tens of thousands, and compared numbers using greater than and less than symbols.

Students have also been consolidating their understanding of time and how to read an analogue clock, creating their own clocks to display time to the hour, half hour, quarter past, quarter to and to the 5 minute.



Modelling 15,421 with MAB



Analogue clocks

Reading

Paul Jennings, Tristan Bancks, Jackie French & Andy Griffith. These are just a few of the authors that the Year 3 students have been enjoying so far this year. The students have been working through the **I PICK** process and *Five Finger Rule* to independently choose good fit books for themselves to read during the Reader's Workshop.

I PICK process:

- **I:** I choose a book
- **Purpose:** Why do I want to read it?
- **Interest:** Does it interest me?
- **Comprehend:** Do I understand what I am reading?
- **Know:** Do I know most of the words?

Five Finger Rule:



The Reader's Workshop is coming along nicely in the Year 3 classrooms as expectations have been set and routines have slowly been put in place. Students have explored many reading strategies already including; monitoring comprehension and making connections while reading. They have listened to their inner conversation and made sense of these thoughts using their prior knowledge and making text-to-text, text-to-self and text-to-world connections.

We encourage students to read each night at home and at least one day a week aloud to someone. Students are encouraged to utilise the local, school and classroom libraries to broaden their reading repertoire.

~ Year 3 Teachers and Students

A Spotlight on Year 5

Solids, Liquids and Gases Incursion

Year 5 Students began their Science Inquiry with an explosive incursion! The students compared the properties and behaviours of solids, liquids and gases and made observable changes to materials. The engaging and thought provoking stations included; making non-Newtonian vesical elastic fluid (a.k.a. slime), bi-carb and vinegar rocket ship chemical reactions, magnetic objects, balancing and gyroscopes and the ultra violet light whole group activity.

- "It was so much fun! Thank you so much." ~ Gaia B, 5A
- "It was a great incursion. I wish I could do it again! Austin S, 5A
- "The slime experiment was my favourite – I got to mush it together. I could do it for hours!" ~ Leo H, 5B
- "The air cannon was really fascinating. It exploded smoke rings." ~ Victor W, 5B
- "The baking soda and vinegar rocket ships were cool! When you mixed them together they reacted!" Will S, 5C
- "I thought the science museum was cool. You get to learn science through everyday things – like magnets." Kyara E, 5C



Foundation Buddies

Foundation and Year 5 students have paired up and begun their exciting buddy program. Year 5 students have helped orientating their buddies – showing them around the school and playgrounds, and answering any questions they have about school. They have organised to play together at recess, shared cards, read and told stories to each other, explored *Reading Eggs* and taken part in *Clean Up Australia Day* on Friday 28 February.

Foundations students can look forward to science experiments, mindfulness activities, fun and games and so much more.



~ Year 5 Teachers and Students

A Focus on French

Bonjour à tous!

It has been wonderful to see everyone settling into the 2020 school year so well and reacquainting themselves with all things French.

Catch Up French

Catch up French is open on Monday lunchtimes for students across the school in the French room. Students from Foundation to Year 6 are very welcome to come to Catch Up French if they wish to work on ongoing French projects, finish off work or create displays for the classroom. Catch Up French is also intended to provide an opportunity for students who would like some general quiet indoor time to do calm activities such as drawing, reading and playing card games.

Year 5 and 6

Students are beginning the year by working on inquiry-based projects. They have started by nominating an area of French language or culture that they are curious to learn more about. Students are currently researching these topics and will present their findings in early term two. The projects will include bilingual dictionaries, with vocabulary relevant to their topic, and projects will be assessed on their creativity and

demonstration of understanding of the topic. Some topics include *Le Tour de France*, French literature, Marie Curie and French-speaking countries around the world.



Year 3 and 4

Students have been exploring different vocabulary through drama-based activities. They have used simple instructions such as *'levez-vous'* (stand up), *'asseyez-vous'* (sit down), *'dansez'* (dance), etc. in short skits. Students are now beginning to learn about *'les émotions'*. As students explore this topic, we will make connections to the Zones of Regulation, which are used in many classrooms across the school.

Year 1/2

Students are developing their knowledge of *'les fruits'*. They have participated in a range of games and different activities to support their development of this vocabulary. This has included singing along to the very catchy song *'J'aime les fruits'* – I love fruit. Later in the term students in will have an opportunity to apply this language for some taste testing... *Oh là là!*

Foundation B and C

Students in Foundation B and Foundation C have begun their journeys as French learners at Fairfield Primary School this term. So far, we have read the fictional text *Mr Chicken goes to Paris* and explored some basic French greetings. We discovered that although Mr Chicken is not real, he explores some very real places

including The Eiffel Tower, Notre Dame Cathedral and The Arc de Triomphe. Students in Foundation A and Foundation D will commence their French lessons in semester two.

French Committee

I'm thrilled to introduce you all to our French Captain, Henry Catford and our French Committee for 2020. Henry was elected as our 2020 French Captain at the end of 2019 and a number of students have chosen to join him to form a French Committee (pictured below). The French Committee will be responsible for supporting the French program and assisting younger students during Catch up French.



Please feel free to visit the French room if you have any questions or just to say 'bonjour'!

~ Emily Lindsay-Smith, French Teacher